

Self-Review Process



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Introduction

Since it began, the IPC has believed that an effective curriculum is one of the most important tools in the development of learning-focused schools. We have not made any pre-qualification requirements to schools that wish to use the IPC, trusting that the IPC will be of support to every school that endeavours to be learning-focused.

But the question of quality is an important one. The IPC is a rigorous, learning-focused curriculum that sets out to help teachers help children learn and develop academically, personally and internationally.

As our membership grows, we know that the quality of learning that schools achieve with the support of the IPC has the potential to vary. The IPC Self-Review Process is a tool that will help schools both define and improve the quality of IPC implementation. Just as all processes and procedures should be reviewed in a school that is focused on improving learning, the IPC Self-Review Process is reviewed on a planned basis and this 2nd edition takes onboard feedback from our member schools. We are now calling the nine criteria the 'Bottom Line Nine' because we believe, quite simply, that they are the nine nonnegotiables that underpin the successful implementation of the IPC. All nine criteria need an equal focus, and to be embedded throughout the school. The IPC Self-Review Process should become a school improvement tool from the beginning of IPC implementation, this will ensure that the IPC is much more than just a curriculum. It is a philosophy, pedagogy and process that can help learners, teachers, leaders and the community to continually focus on improving learning.

The 2nd edition of the IPC Self-Review Process was introduced in March 2015. These changes and improvements include:

- Changes to the titles of the nine key criteria
- A glossary to clarify the terminology used in the IPC rubrics
- Division of each criterion into four parts:
 1. An introductory page explaining the 'essence' of the thinking behind the criteria, together with key questions for reflection
 2. The rubrics, which include a separate section for learners, teachers, leaders and community. It is our view that all stakeholders should contribute to improving learning.
 3. Notes on the rubrics- providing further clarification of the rubrics
 4. Suggested evidence; examples of rubric and strand specific evidence, this is not exhaustive

The definitions of the different strands are described below in detail and can also be found in a simpler form in the glossary:

- **Early Years learners:** Those that the school's core business is aimed at; can be interchanged with children. Learning involves the IPC Early Years Programme.
- **Learners:** Those that the school's core business is aimed at; can be interchanged with children. Learning involves the IPC Main Programme (Mileposts 1,2,3).
- **Teachers:** Class teachers, specialist teachers, learning assistants (some schools have teaching assistants and we recognise that depending on context they can have different roles)
- **Leaders:** Responsibility for providing direction to the school such as; principal, head teacher, deputy head teacher, IPC leader/s, middle leaders
- **Community:** Parents, care givers, guardians

Internally and externally there has been a great deal of discussion around Board members or Governors and whether they fit into the 'community' or the 'leader' section. We recognise that schools have different contexts and circumstances, so we have made the decision not to specifically include the Board or Governors in any of these areas. However, where a school does have a Board or Governors, the accreditation team would ask to meet with a representative to discuss the IPC, the reasons why the school has taken on the IPC and why it has gone for the accreditation process. Some schools will see their Board as a positive influencing factor and submit evidence of their involvement and input as part of the 'leaders' or 'community' rubric.

We encourage schools to adopt a whole-school approach to the IPC Self-Review Process; this includes early years classes if they implement the IPC Early Years Programme.

Glossary of terms used in the IPC rubrics

Term used in IPC rubrics	Definition as used in IPC rubrics
Early Years Learners	Those that the school's core business is aimed at; can be interchanged with children. Learning involves the IPC Early Years Programme
Learners	Those that the school's core business is aimed at; can be interchanged with children. Learning involves the IPC Main Programme (Mileposts 1,2,3)
Teachers	Class teachers, specialist teachers, learning assistants
Leaders	Those with responsibility for providing direction to the school such as; principal, head teacher, deputy head teacher, IPC leader/s, middle leaders
Community	Parents, care givers, guardians
The school	Learners, leaders, teachers
All (when referring to teachers, leaders, classes)	At least 80% are at Mastering level, the remaining at Developing level with systems for continuing professional learning in place
Most (when referring to teachers, leaders, classes, community)	The majority, more than 50%
Some (when referring to teachers, leaders, classes, community)	More than 25%
Few (when referring to community)	A small number, less than 25%
Analyse	To breakdown, scrutinise, and reflect on the information obtained from the assessment procedures to help improve learning across classes, year groups, mileposts and the whole school
Articulate (v)	To be able to talk about the meaning of a particular concept, having a very good sense of it in an age and developmentally appropriate manner
Assessment	Includes assessment of all the IPC Learning Goals, knowledge, skills and understanding. Assessment may be formative or summative.
Assessment data	Documented data gathered from formative and summative assessments
Capacity	Creating the right conditions to empower, to make something sustainable
Classes/classrooms	Any space where children are working- classrooms, learning spaces, sports hall, music room, etc.
Classroom practices	Agreed, demonstrated and documented structures and strategies that contribute to improving learning through the IPC and impact on the shared vision of the children the school is helping to develop
Consistently	The school has the same desired outcome, but the process does not have to be the same; for example agreed shared vision but not everyone has to reflect on the personal goals in the same way; it is to ensure quality assurance and equality. Processes may vary depending on age and stages of development.
Culture	'The way we do things here', connected to the school's shared vision
Demonstrate	Practice in action

Term used in IPC rubrics	Definition as used in IPC rubrics
Document	Can be written, printed, or electronic; provides information or evidence
Engage	Occupy or attract someone's interest or attention, participate or become involved in
Exploration and engagement	Through exploration children develop ideas, make links with previous learning, develop new knowledge and skills and deepen their understanding. This type of learning involves engagement in the processes of learning rather than outcome only. Exploration and engagement are usually associated with children having a go and developing and testing ideas.
IPC Assessment for Learning Programme	Consists of three parts: the children's rubrics, the teacher rubrics, and the learning advice
IPC Learning Goals	What children are expected to know, what they are expected to be able to do and the understandings they might develop as they move through school. This includes subject, personal and international goals.
Improve	Make gains in learning
Independent subject	A discreet subject area of learning with specific IPC Learning Goals
Interdependent subjects	Subjects that are linked together within an IPC unit, enabling learners to gain a multiple perspective of a central theme
Intervention	Interactions between teachers and learners to support gains in learning
Learning	Relates to a school's definition of learning; including subject, personal and international learning
Learning intentions	The lesson learning goals, targets and intended outcomes, something the teacher intends for the children to learn linked to IPC subject, personal and international goals
Learning journey	Learning journeys describe each child's unique development. Children's developmental stages are varied and personal; therefore there cannot be a one-size fits all pathway or approach to learning and development.
Learning Policy	Provides a framework of what a school offers for its provision of learning, including but the list is not exhaustive: curriculum, the school's shared vision, definition of international mindedness, definition of learning, classroom practices linked to the shared vision, conflict resolution, assessment procedures, home learning.
Learning process of the IPC	Structure of an IPC unit- entry point, knowledge harvest, explaining the theme, research and recording tasks, exit point
Multiple perspectives	Being able to reflect on, look at and discuss different viewpoints relating to the same theme
Planning	Teachers and school-wide daily, weekly, medium term plans, yearly, IPC route plans
Play	A creative process taking many forms. Play is often free from externally imposed goals – although children may develop their own aims and objectives and/or adults may direct purposeful play towards predetermined outcomes. Play underpins the holistic development of children in providing a safe, secure basis for curiosity, exploration, investigation, interpretation and evaluation of ideas, feelings, concepts and resources.

Term used in IPC rubrics	Definition as used in IPC rubrics
Practical opportunities	Experiences that enable children to explore, use and apply their learning in a practical and meaningful way
Proven	Triangulated by the school through research, experience and school context
Policy	Document and practice
Records of learning	Documented reporting of/for learning for assessment of the IPC Learning Goals.
Reflections	Planned time provided for reviewing and planning next steps in learning appropriate to children's age and stage of development. This should be organised on a planned basis.
Review	A developmentally appropriate evaluation of learning linked to learning targets.
Rigour	Experiences that are sufficiently and appropriately challenging for individual children or groups of children, is the right level for their age and development to ensure effective progression across year groups and mileposts, and development of the learners to allow high level of thinking
Structures and systems	Practical manifestations of policies to help schools run effectively and smoothly; they define how things are done for example: assemblies, parent evenings, reports, staff meetings, displays, etc.
Shared school vision	Using the IPC subject, personal and international learning goals as a foundation; an aspirational description of the children the school is helping to develop

The Big Picture

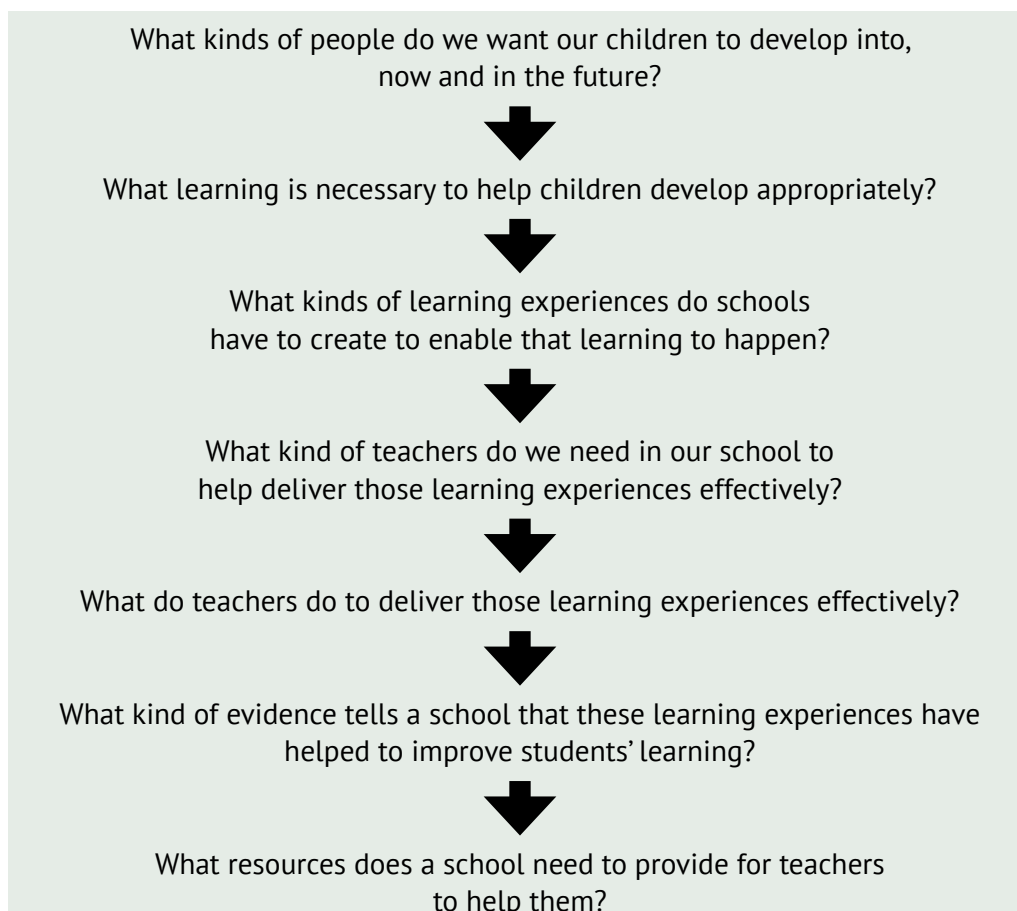
The purpose of the IPC Self-Review Process

The purpose of the IPC Self-Review is to enable schools to:

- Review their implementation of the IPC
- Implement the nine key criteria of the IPC
- Make decisions about developments that need to take place to improve the contribution the IPC makes to learning

The place of a curriculum

Our experience of working with schools and reviewing research into the practice of effective schools tells us that there is a hierarchy of questions successful schools have answered. They are represented in the diagram below.



We believe that a school's curriculum is one of the answers to the last of these questions. That is why we would much rather schools talk about the children they are helping to develop or the learning they hope to achieve. It is why we sometimes surprise people by asking them not to say 'We do the IPC here'. The IPC is the tool; it is not the outcome. To put it boldly, there are no points for doing the IPC; there are only points for using the IPC effectively to help children learn and develop.

It's all about improving learning

Put simply, learning is the 'star of the show'. Learning is the process by which children become the kinds of people we hope they will become, now and in the future. What they learn, the breadth of that learning and how they learn all impact on their development. The IPC has been designed to help teachers help children learn effectively and with enjoyment. The IPC Self-Review Process reinforces this focus on improving learning by helping schools evaluate their practices and evidence their judgments.

A brief description of IPC Self-Review Process

The IPC Self-Review Process is based on the nine key criteria of the IPC, the 'Bottom Line Nine':

- 1 **Criterion 1:** A clear focus on improving learning
- 2 **Criterion 2:** A shared vision about the kinds of children we are helping to develop
- 3 **Criterion 3:** Implementation of classroom practices that help children develop towards the school's shared vision
- 4 **Criterion 4:** International Mindedness
- 5 **Criterion 5:** The significance and development of knowledge, skills, and understanding
- 6 **Criterion 6:** Rigorous children's learning and teacher's high expectations of it
- 7 **Criterion 7:** Implementation of the learning process of the IPC
- 8 **Criterion 8:** Implementation of themes through independent yet interdependent subjects
- 9 **Criterion 9:** Assessment that improves learning

The developmental stages of each of these criteria are described in a rubric. All nine rubrics follow the established IPC staged progression of Beginning, Developing and Mastering. Each of these is a description of a stage that the school currently occupies. Each is also capable of development.

Mastering is not 'mastered'; it does not imply that everything is perfect. It implies that the school is implementing the IPC at a high level.

Putting the IPC Self-Review Process into practice

The big picture of the IPC Self-Review Process

The 2nd edition of the IPC Self-Review Process document is available on the IPC website in the Members' Lounge in the 'Documents' section.

The IPC Self-Review rubrics can be used as part of a school evaluation to review implementation of the 'Bottom Line Nine', the nine key criteria, or as part of a school improvement plan to formulate action plans.

The school self-review

Beginning with the end in mind

The purpose of the school self-review is to gather sufficient evidence around the nine key criteria so that schools can identify whether they are at the Beginning, Developing or Mastering stage of each of the criteria, to celebrate what they are doing well and to make decisions about how best to further improve.

Gathering evidence

Using the criteria listed in each of the nine IPC rubrics schools make judgments supported by different types of evidence.

Learning-focused schools put their energies into collating evidence that helps them find out whether children are learning. These schools distinguish between performance (what children can do) and learning (how much they have improved). These assessments can be made over a period of time and throughout the learning of an IPC unit. These schools regularly look for trends in the evidence collected from their assessments to ensure that learning is improving in classrooms and that they are truly 'looking for learning'.¹

The IPC Self-Review Process does not require schools to do more than is necessary. So the quality of evidence collated is more important than the quantity. Evidence for each of the rubrics should be reviewed carefully to ensure that it captures the most accurate picture of IPC implementation.

Below each rubric in this document are examples of evidence that we have seen in many schools. The suggested examples of the kinds of evidence are not in order of significance. We have found a learning policy is often a very useful document for a school to develop and is an excellent form of evidence for many of the criteria. It can provide a framework of what a school offers for its provision of learning; including but not only; the curriculum, the school's shared vision, definition of learning, definition of international mindedness, classroom

¹ The Looking for Learning Toolkit: The WCLS group 2008. Schools have informed us that the Looking for Learning Toolkit has been helpful for gathering evidence for some rubrics. However, it is not a compulsory element of the IPC Self-Review and Accreditation Process.

practices linked to the shared vision, conflict resolution, assessment procedures, home learning, etc. Each school has a different context, each school's learning policy should reflect this. Like all school documentation, learning policies should be reviewed on a planned and regular basis as school culture and context change over time.

The best evidence is that which is closest to the ground, evidence of what is actually happening. It is not necessary to devise new research tools to take part in the IPC Self-Review Process. If schools are already sharing and discussing practice and monitoring what is happening in your school, your decision should focus on choosing which evidence will present you with an honest and rounded picture of your school and the learning that is taking place in it.

Making your judgements

Once you have gathered your evidence the next part of the process is to make judgements against each of the nine key criteria.

Before you begin this part of the process, have confidence that making a judgement – rather than finding exactly the right answer – is exactly what professionals do. What is important is that if anyone asks you to explain your judgement you can do so by using the evidence you have gathered as the background to the judgements you have made.

Also, it is quite likely that not all of your evidence will fall neatly and wholly into the Beginning, Developing or Mastering categories. You are most likely going to come to an overall conclusion that says something like 'Even though we have some evidence that we are only at the Beginning stage at 'International Mindedness', overall we believe that the evidence shows that we are at the Developing stage. (You may reach a similar conclusion within the different strands of the criterion). Conclusions such as this are much closer to the reality of most schools and show that you and your colleagues are able to make professional decisions.

There are a number of ways you can use the evidence you have gained to draw your conclusions about where your school currently is in its development. For example:

- Encourage self-reflection of individual teacher's practice and share with the whole staff
- Draw conclusions with one or two other colleagues
- Invite a group of colleagues to come to a draft set of conclusions before presenting them to the rest of your colleagues for peer evaluation
- Ask different groups of colleagues to take responsibility for one criterion and then bring their conclusions to the whole staff for discussion and ratification
- Use professional learning days in your school so that all staff can be engaged in the process at the same time
- Ask a small group of colleagues not to be involved in the early stages of the process so that they can act as the group offering peer evaluation to your draft conclusions
- Invite a small group of teachers and parents to act as the critically friendly group to your draft conclusions

Devising your targets

Your self-review should produce a series of judgements about your use of the IPC to support learning and teaching that you recognise as valid. It will almost certainly highlight aspects of your use of the IPC to support learning and teaching which you can celebrate and aspects you can improve. With regard to the latter, for example, you may think it is important:

- To begin the move from one stage to the next of a particular criteria; perhaps from Developing to Mastering
- To consolidate at one stage across all of the criteria: 'We are definitely at the Developing stage in everything except International Mindedness where we are at the Beginning stage. Our next move is to get International Mindedness to the Developing stage, too.
- To work on one of the statements within a rubric; 'We are very much at the Mastering stage in International Mindedness with the exception of helping the community become aware of our commitment to it. We're really at the Beginning stage here and we need to improve that'.

Whatever you decide, you are in the process of identifying improvement targets for learning and teaching using the IPC. You will decide later which of these should go into your school improvement plan or IPC action plan.

Most importantly remember that all targets should be supported by and derived from evidence. You must be able to explain the conclusions you have reached and the targets you have identified against the evidence you have found.

IPC Accreditation

There is also an option to develop the IPC Self-Review Process further and to work towards IPC Accreditation. This provides an external view of the school's implementation of the IPC and can lead to the awarding of an externally validated mark of quality to the school. The accreditation award lasts for **three years**. Full details of the IPC Accreditation Process can be found in the 'Accreditation File for schools, 2nd edition', which can be downloaded from the Members' Lounge.

IPC Accreditation awards

- To be awarded 'IPC Accreditation': a school has to be at 'Developing' in all nine criteria at the time of the visit
- To be awarded 'IPC Accreditation with aspects of Mastering'; a school has to be at 'Developing' in all nine criteria at the time of the visit with one or more criteria at 'Mastering'. The 'Mastering' criteria will be named.
- To be awarded 'IPC Accreditation at Mastering level'; a school has to be at 'Mastering' in all nine criteria at the time of the visit

The IPC Accreditation visit report will include alongside it improving learning recommendations which the school might choose to consider as areas that they recognise that they want to develop and could be part of their school improvement plan. This will be

published separately to the IPC Accreditation visit report and will be linked to the nine key criteria. We want the IPC Accreditation process for schools to be an 'Accreditation for learning'.

Whole-school IPC Accreditation

We encourage schools to adopt a whole-school approach to IPC Self-Review and Accreditation. Schools applying for whole-school IPC Accreditation are required to demonstrate that both the IPC Main Programme and IPC Early Years Programme are fully implemented. Please see the guidelines for IPC Early Years Accreditation below. We recommend that schools unsure of their position should contact the Accreditation team for clarification: email accreditation@greatlearning.com.

IPC Early Years Accreditation

Schools applying for IPC Early Years Accreditation are required to demonstrate that the IPC Early Years Programme is used in its entirety, underpinning the learning that takes place for this age group.

It is important that teachers, leaders and the community know the IPC's beliefs about education, teaching and learning and that they govern both the contents of the IPC Early Years Programme and the way it is implemented.

They are:

- The overriding purpose of Early Years education is to help children develop the skills and attitudes they will need both at this level and throughout a lifetime of learning
- Children need a holistic educational experience that does not create boundaries between different aspects of their development
- Play is an essential part of children's learning and general development

There are no Learning Goals in the IPC Early Years Programme. Four 'Learning Strands' underpin the activities and learning experiences in each IPC Early Years thematic unit. It is necessary for schools to evidence in planning and classroom practices that the four Learning Strands are at the heart of IPC learning.

Whilst the Early Years learners strand of each rubric refers to 'some, most and all children' there is no expectation that children will be at the same stage of development and able to demonstrate their learning unaided. The IPC Early Years Programme supports the view that young children learn and develop in different ways, at different stages and that learning is not hierarchical or linear. The IPC Early Years Programme should underpin the learning that teachers plan for this age group and activities should consolidate, challenge and extend children's current learning and development.

Schools interested in applying for whole-school or Early Years only IPC Accreditation that have adopted a national, commercial or organisational framework comprising of early learning goals will need to be secure that they are able to demonstrate that the IPC Early Years Programme is the main focus for learning and not used only as an activitybank resource.

We recommend that schools unsure of their position should contact the Accreditation team for clarification: email accreditation@greatlearning.com.

Supplementary guidance about Early Years Accreditation with contextualised examples of Early Years provision can also be found in the Accreditation section of the IPC Members' Lounge.

Planning the Self-Review and Accreditation Process

Your school might decide to ask for an IPC accreditation team member to visit you and your colleagues for a one-day pre-accreditation visit. The purpose of the visit is to help schools develop an action plan as they move towards IPC Accreditation and to a shared awareness about the criteria and evidence used for making judgements. We recommend schools consider having such visits about a year before your planned accreditation date.

Before a pre-accreditation visit you will be asked to submit your school's highlighted Self-Review Process document showing where the school considers it is at, and any action plans regarding the IPC that you might have. This will help the pre-accreditation team member to get a 'feel' of where you think you are and will enable them to offer targeted advice.

It is likely that the pre-accreditation team member visiting your school will want to:

- Hold an initial meeting with leaders
- Have a tour of the school, looking at displays and learners work
- Visit a number of classrooms to see learning and teaching through the IPC in action
- Arrange meetings with a number of staff, children and parents
- Hold a meeting with the leaders to provide some basic feedback

After this visit the IPC will send a short report in a bullet point form, outlining the main points discussed during the day, which aims to help the school move forward in improving learning and help develop an action plan to help them move towards accreditation.

Please note: During visits, and when reporting back to you, IPC consultants, associates or pre-accreditation team members will not make judgments orally or written, about the award your school may achieve in an official IPC Accreditation.

When a pre-accreditation team member visits your school they are there for one day and do not get the chance to look at the evidence in great detail, see more than a few classes working with the IPC, and they have very short meetings with the stakeholders, so it would be a very subjective view. When the accreditation team visits your school for the full accreditation visit, there are at least two team members for three days, to ensure rigour and an objective view; they examine the evidence and the school's IPC Self-Review report before they come, observe IPC in action throughout the school, hold in-depth meetings with all stakeholders, have many discussions about what they have found, and then write a report which is then shared with and discussed with the Fieldwork team, before judgements are made regarding the Accreditation award.

There are a regular IPC Self-Review and Accreditation workshops; which are run in the IPC London office and also at IPC Summer Schools to explain the process in greater detail. These workshops can also be run at your school for the whole staff and cluster groups of schools.

If you are considering applying for IPC Accreditation please contact the Head of Accreditation: by email: **accreditation@greatlearning.com**

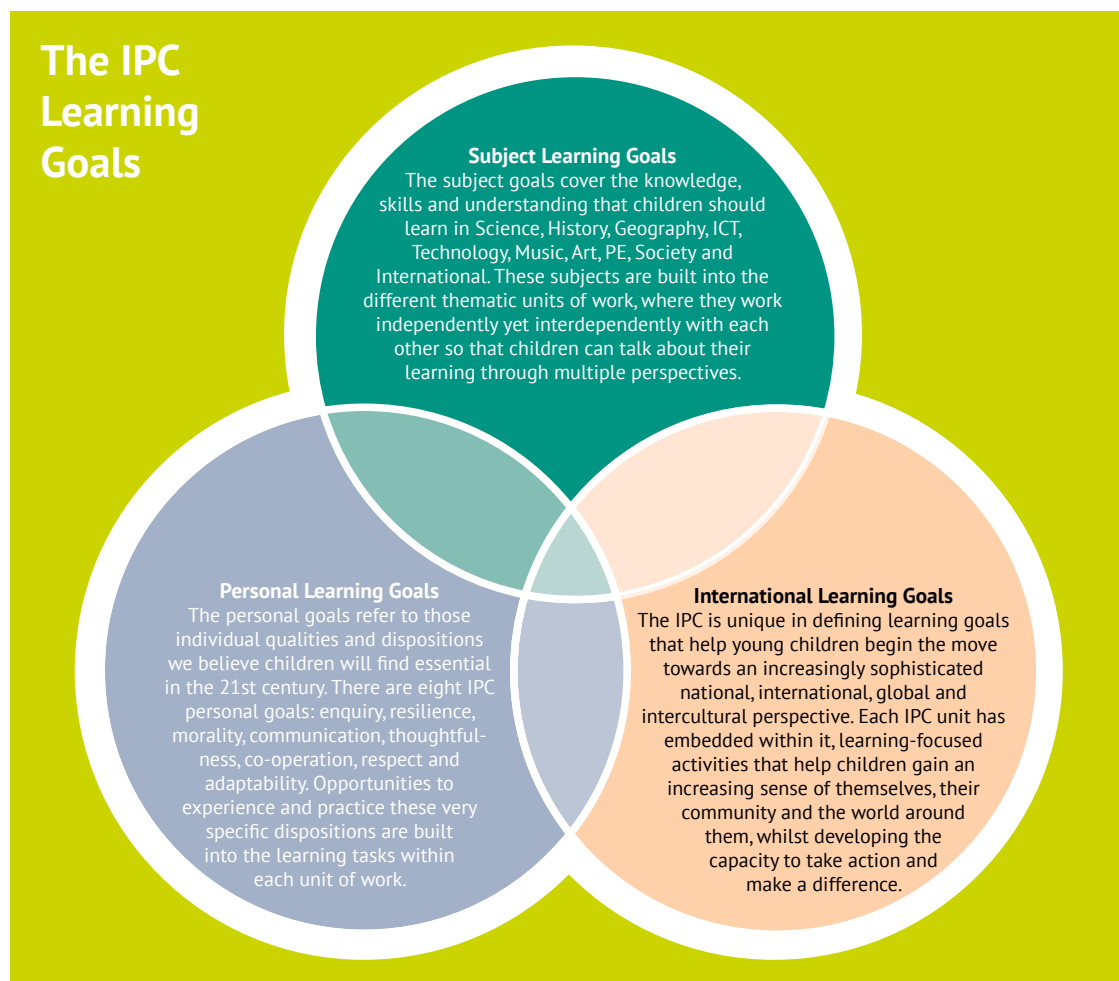
The Bottom Line Nine explained

1 Criterion 1: A clear focus on improving learning

In the introduction to this document, we said that ‘learning is the star of the show’, and there is hardly a school in the world that does not profess itself to be learning-focused.

Our experience has shown us that the most successful schools – the schools in which children learn best academically, personally and internationally – are those that are able to embed the idea of learning deep into everything they do. Every school has structures and systems; assemblies, parent evenings, reports, staff meetings, displays and so on. Every school has policies that define how these things are done. But some schools – the more successful learning-focused schools - look ruthlessly at each of these structures or systems and evaluate how learning-focused they are. And having found out, they adapt to make them even more so. These schools teach us to ask one simple yet crucial question:

‘What’s the difference between a school and a ‘school focused on improving learning?’



They make sure that their displays let everyone – colleagues, children, parents, visitors – know what learning has taken place rather than just who has produced the art work or piece of writing. They make sure that every staff meeting begins with colleagues describing the best learning they have seen in the past two weeks and why. They do not let a single staff meeting go by without it being obvious that learning matters. These schools make sure that every parent leaves every parent teacher consultation, knowing what their child has learnt – academically, socially, emotionally, physically – rather than what their child has done since they last met the teacher. These schools make every structure and system in the school reflect what they are most passionate about; improving learning.

Because the IPC is committed to children's learning, it has been designed to help improve their learning, and this learning will take place best when it is set in a context of a whole-school focus on improving learning.

Criterion 1 asks these questions:

- Is there a clear focus on improving learning?²
- How are the learners demonstrating that they know what they are learning and that they can reflect on and improve their learning?
- What is the teacher doing to help improve learning?
- What are the leaders doing to ensure learning is improving?
- How is the community supporting their children in improving their learning?

2 The Looking for Learning Toolkit: The WCLS group 2008. Schools have informed us that the Looking for Learning Toolkit has been helpful for gathering evidence for some rubrics. However, it is not a compulsory element of the IPC Self-Review and Accreditation Process.

Criterion 1: A clear focus on improving learning

	Beginning	Developing	Mastering
Early Years learners	In some classes children demonstrate what they have been learning about through play, exploration and engagement in motivating activities; they are helped to reflect and plan next steps in learning at developmentally appropriate levels.	In most classes children demonstrate what they have been learning about through play, exploration and engagement in motivating activities; they are helped to reflect and plan next steps in learning at developmentally appropriate levels.	In all classes children demonstrate what they have been learning about through play, exploration and engagement in motivating activities; they are helped to reflect and plan next steps in learning at developmentally appropriate levels.
Learners	In some classes learners know and can articulate what they are learning, reflect on their learning and can use these reflections to improve their learning.	In most classes learners know and can articulate what they are learning, reflect on their learning and can use these reflections to improve their learning.	In all classes learners know and can articulate what they are learning, reflect on their learning and can use these reflections to improve their learning.
Teachers	Some teachers make explicit the learning intentions and provide appropriate reviews with children to help them improve their learning.	Most teachers make explicit the learning intentions and provide appropriate reviews with children to help them improve their learning.	All teachers make explicit the learning intentions and provide appropriate reviews with children to help them improve their learning.
Leaders	Some leaders develop the capacity with their teachers, learners and community, to ensure opportunities to improve learning takes place in all classes.	Most leaders develop the capacity with their teachers, learners and community, to ensure opportunities to improve learning takes place in all classes.	All leaders develop the capacity with their teachers, learners and community, to ensure opportunities to improve learning takes place in all classes.
Community	A few members of the community know what their children are learning and support their children's learning.	Some members of the community know what their children are learning and support their children's learning.	Most members of the community know what their children are learning and support their children's learning.
Examples of evidence	A learning policy which includes the school's definition of learning; listening and talking to teachers, talking with children during lessons and also outside of lessons; discussions focused on learning rather than activity, displays, that reference new learning and gains in learning, planning, evidence of researching and recording learning, notes from parentteacher consultations, oral and written comments from teachers on children's work, records of children's learning such as IPC journals, staff meetings and staff meeting minutes, newsletters, discussions with/between teachers, leaders and with members of the community, information on the school website, and any information available to the community such as blogs and other types of social media, Early Years planning grids, Early Years Learning journeys, Early Years profiles, Early Years records of interests and developments, the classroom environment i.e. resources and areas conducive to opened exploration, digital recordings, planned teacher observations, anecdotal records of spontaneous teacher observations.		

Notes on the rubrics

Please note: In all strands of this rubric and when referenced in other rubrics ‘learning’ refers to the school’s definition of learning and includes subject, personal development and international mindedness.

The **Early Years learner’s strand** of the rubric describes children’s participation in planned activities. Reflection time and planning next steps in learning is in partnership with adults and peers, ensuring children have a voice in what and how they learn. Learning mirrors children’s unique development and individual interests. Indoor and outdoor learning, playing, and exploring are underpinned by each of the four Learning Strands and should take place within an enabling environment.

The **learner’s strand** of the rubric describes children talking about their learning, knowing why they are learning through an activity, and understanding how this will help them improve their learning. Reflections are age and developmentally appropriate as reflecting looks very different in a three year old compared to a twelve year old..

In the **teacher’s strand** of the rubric the learning intentions refer to subject, personal development and international mindedness. This is in the teacher’s planning and also when discussing the learning with the children. Some additional evidence for this might be found in IPC journals and displays, which are used to help improve learning. Reviews with the children are age and developmentally appropriate and are always about improving learning. This can be carried out in a variety of ways from a basic ‘thumbs up’, used to determine whether the children have learned and if not they can have support to help improve their learning, to peer reviews, to written dialogues on tasks.

In the **leader’s strand**, capacity refers to the ability to empower and enable learners, teachers and other leaders to improve learning connected to the IPC Learning Goals. For example there should be evidence of how the school has provided appropriate professional learning for their teachers and tried to work with the community in a regular and varied way to help the community know about and engage with what their children are learning.

In the **community strand** the IPC realise that in some cases it is not possible to engage all parents with their children’s learning, however hard a school tries, which is why the strands refer to a ‘few’, ‘some’ and ‘most’ rather than the usual ‘some’, ‘most’ and ‘all’ as in the other strands. However, we believe schools can attempt to encourage all parents to support their children’s learning, as well as helping them to learn more about the IPC, by inviting them into the school to share their children’s learning at Entry and Exit points and other times, through newsletters, websites, blogs, twitter, an ‘open door’ policy and through parent-teacher consultations. In some contexts parents do not visit the school premises very often but this does not prevent schools from informing them about learning and supporting them so that they can engage in their children’s learning.

2 Criterion 2: A shared vision about the kinds of students we are helping to develop

We believe that the fundamental question schools need to address is 'What kinds of people are we helping children develop into, both now and in the future?' Everything a school does should be built on a shared vision of the kind of child we believe we are helping to develop, and this vision is underpinned by the IPC subject, personal and international goals.

We believe that the eight IPC Personal Goals and the International Goals should be the foundation of the shared vision. However, some schools may choose to adapt or build on them as they make the IPC Learning Goals relevant to their own school context and also meaningful and appropriate for different aged children. Efforts towards developing these personal qualities and learning dispositions should be reflected in the whole curriculum and in all other aspects of school life. Linking these qualities and learning dispositions with classroom experiences and practices (Criteria 3) will help schools build consistency and help them explain to others the variety of ways in which their learning and teaching operates.

The schools that have already achieved great success with the IPC are those that have identified the link between what the IPC has to offer, and the contribution they hope to make to the development of their children. They have a shared vision that is evident and demonstrated through the learner's progress.

We believe that this overarching view should be made explicit by schools. It is the most important 'wall' against which most of the school's decisions can be bounced. There are many ways in which schools can produce such a description.



The IPC Personal Goals

Criterion 2 asks these questions:

- Is the school's shared vision impacting on improving learning?
- How do learners demonstrate the shared vision of the school?
- What are teachers doing to support the shared vision?
- What are leaders doing to ensure the shared vision is embedded in the school?
- How is the community supporting the shared vision?

Criterion 2: A shared vision about the kinds of students we are helping to develop

	Beginning	Developing	Mastering
Early Years learners	In some classes children are aware of the schools' shared vision and are helped to demonstrate all aspects in developmentally appropriate ways.	In most classes children are aware of the schools' shared vision and are helped to demonstrate all aspects in developmentally appropriate ways.	In all classes children are aware of the schools' shared vision and are helped to demonstrate all aspects in developmentally appropriate ways.
Learners	In some classes learners can articulate and demonstrate all aspects of the shared vision about the kinds of children the school is helping to develop.	In most classes learners can articulate and demonstrate all aspects of the shared vision about the kinds of children the school is helping to develop.	In all classes learners can articulate and demonstrate all aspects of the shared vision about the kinds of children the school is helping to develop.
Teachers	Some teachers articulate and demonstrate all aspects of the shared vision about the kinds of children they are helping to develop.	Most teachers articulate and demonstrate all aspects of the shared vision about the kinds of children they are helping to develop.	All teachers articulate and demonstrate all aspects of the shared vision about the kinds of children they are helping to develop.
Leaders	Some leaders develop, strategically plan and revisit the documented shared vision of the children the school is helping to develop. They build a culture with teachers, learners and community to ensure the vision has impact on all aspects of school life.	Most leaders develop, strategically plan and revisit the documented shared vision of the children the school is helping to develop. They build a culture with teachers, learners and community to ensure the vision has impact on all aspects of school life.	All leaders develop, strategically plan and revisit the documented shared vision of the children the school is helping to develop. They build a culture with teachers, learners and community to ensure the vision has impact on all aspects of school life.
Community	A few members of the community know about the shared vision of the children the school is helping to develop, and support the development of this with their own children.	Some members of the community know about the shared vision of the children the school is helping to develop, and support the development of this with their own children.	Most members of the community know about the shared vision of the children the school is helping to develop, and support the development of this with their own children.
Examples of evidence	A learning policy including the school's shared vision of the children it is helping to develop, a conflict resolution policy; reviewed documented evidence of the shared school's vision and children's personal qualities, displays, in brochures, information on the school website, and any information available to the community such as blogs and other types of social media, in newsletters and elsewhere; information workshops, induction materials for new teachers and members of the community, discussions with learners, teachers, leaders and new and existing members of the community, School-wide and class routines and systems that incorporate the IPC Personal Goals, Early Years records of personal, social and emotional development, teachers planning and documentation that refers to the IPC Personal Goals, digital recordings of the IPC Personal Goals in action, references in documentation to the links between the IPC Personal Goals and the school's shared vision.		

Notes on the rubrics

Please note: In all strands of this rubric and when referenced in other rubrics ‘the school’s shared vision of the children it is helping to develop’ is underpinned by the IPC subject, personal and international learning goals. They are the starting point and some schools may choose to adapt or build on them as they make the IPC Learning Goals relevant to their own school context and also meaningful and appropriate for different aged children.

In the **Early Years learner’s strand** of the rubric it describes children’s ability to develop an understanding of the school’s shared vision and is largely influenced by learning experiences, routines, positive reinforcement and role models inside and outside of school. For example, helping children to become ‘Resilient’ right from the Early Years may involve planned activities, play situations, positive reinforcement, support and encouragement; these experiences collectively contribute to children’s ability to strive to overcome challenges and become ‘resilient’ for their own intrinsic satisfaction as opposed to seeking external rewards for achievement.

In the **learner’s strand** of the rubric ‘classes’ includes everywhere where learning takes place e.g. gym, assemblies, after school clubs, as well as their class, but also it includes everywhere in the school such as the canteen and playground. We would expect to see children demonstrating all aspects of the personal qualities and learning dispositions that are in the school’s shared vision throughout the school day.

In the **teacher’s strand** of the rubric teachers will bring to life the school’s shared vision and put into practice all aspects of it. It will be included in planning, incorporated into newsletters, and other social media, used in assemblies and visible across the school.

In the **leader’s strand** of the rubric leaders ‘strategically plan and revisit’, so that the shared vision is not left to chance but is reviewed, documented and shared on a regular basis as the school context and the learners, teachers and community change over time. To be ‘shared’ it needs to be reviewed and documented with teachers and the community on a regular planned basis. Procedures should be in place to introduce new members of the community to its shared vision, whenever they might arrive in the school year. The impact on all aspects of school life includes, for example, the behaviours the children show when away from school such as on school trips, in the playground and in the canteen. Conflict resolution also needs to be developed, documented and revisited to ensure it is meaningful and relevant to the school.

In the **community strand** of the rubric members of the community are involved with developing the school’s shared vision with their own children, and in this way the vision can be transferred to life outside and beyond school.

3 Criterion 3: Implementation of classroom practices that help children develop towards the school's shared vision

We have already mentioned the way in which the learning experiences that schools provide for children in Criterion 1: (A clear focus on improving learning) should reflect the kinds of children we are helping to develop in Criterion 2 (A shared vision about the kinds of children we are helping to develop). Criterion 3 ensures that schools make this link meaningful and explicit, rather than implicit, through their planned and documented classroom practices.

In doing so, we know that each child and each class must experience a wide range of classroom practices and approaches if the personal qualities and learning dispositions contributing to the school's shared vision from Criterion 2 are to be achieved.

For example: Consider the IPC Personal Goal of 'Enquiry'. Children who have been helped to develop the skills of enquiry:

- Ask and consider searching questions related to the area of study (so need to be encouraged to ask questions and take risks)
- Plan and carry out investigations related to these questions (so need to have the chance and classroom set-up to allow investigations to happen)
- Collect reliable evidence from their investigations (so need to have the time to carry out and collect evidence)
- Use the evidence to draw sustainable conclusions (so need to be taught skills to allow them to draw conclusions)
- Relate the conclusions to wider issues (so need to be given a chance to research and learn about wider issues, not just the curriculum)

There could be other personal qualities and learning dispositions in addition to the IPC Learning Goals, which your school has articulated in your shared vision such as 'reaching their full potential' or 'being a global citizen'. What we want to be made explicit is how you link 'what' you as a school want to develop in your children to 'why' you want to develop this personal quality or learning disposition, and 'how' you will develop it through the school's chosen classroom practices in a way that improves learning.



Collaborative group work, example of a classroom practice

Criterion 3 asks these questions:

- Is the implementation of classroom practices that help children develop towards the school's shared vision impacting on learning?
- How do learners demonstrate that classroom practices have an impact on improving their learning?
- How are teachers implementing these classroom practices?
- What are leaders doing to ensure these classroom practices have an impact on learning?
- How is the community supporting the implementation of classroom practices?

Criterion 3: Implementation of classroom practices that help children develop towards the school's shared vision

	Beginning	Developing	Mastering
Early Years learners	In some classes children participate in play, exploration and activities specifically planned to support development linked to the school's shared vision.	In most classes children participate in play, exploration and activities specifically planned to support development linked to the school's shared vision.	In all classes children participate in play, exploration and activities specifically planned to support development linked to the school's shared vision.
Learners	In some classes children know about and participate in the classroom practices that embed the school's shared vision, and can articulate how they have an impact on improving their learning.	In most classes children know about and participate in the classroom practices that embed the school's shared vision, and can articulate how they have an impact on improving their learning.	In all classes children know about and participate in the classroom practices that embed the school's shared vision, and can articulate how they have an impact on improving their learning.
Teachers	Some teachers can articulate why they use the identified classroom practices, and they are implemented to help learners develop towards the school's shared vision. This is evident in everything that happens in terms of learning and teaching.	Most teachers can articulate why they use the identified classroom practices, and they are implemented to help learners develop towards the school's shared vision. This is evident in everything that happens in terms of learning and teaching.	All teachers can articulate why they use the identified classroom practices, and they are implemented to help learners develop towards the school's shared vision. This is evident in everything that happens in terms of learning and teaching.
Leaders	Some leaders develop agreed and documented classroom practices, ensuring that they are shared with the school and implemented in a way to help learners develop towards the school's shared vision.	Most leaders develop agreed and documented classroom practices, ensuring that they are shared with the school and implemented in a way to help learners develop towards the school's shared vision.	All leaders develop agreed and documented classroom practices, ensuring that they are shared with the school and implemented in a way to help learners develop towards the school's shared vision.
Community	A few members of the community know about the links between classroom practices and the kinds of learners the school is helping to develop, and support this vision outside school.	Some members of the community know about the links between classroom practices and the kinds of learners the school is helping to develop, and support this vision outside school.	Most members of the community know about the links between classroom practices and the kinds of learners the school is helping to develop, and support this vision outside school.

Examples of evidence

A learning policy including documented classroom practices linked to the school's shared vision; observations in classrooms; discussions with learners, teachers, leaders and members of the community; staff meetings and staff meeting minutes, records of staff professional development; school teacher resource library; school brochures, information on the school website, and any information available to the community such as blogs and other types of social media, induction materials for new teachers, School-wide and class routines and systems that incorporate the IPC Personal Goals, Early Years records of personal, social and emotional development, teachers planning and documentation that refers to the IPC Personal Goals, digital recordings of the IPC Personal Goals in action, references in documentation to the links between the IPC Personal Goals and the school's shared vision.

Notes on the rubrics

Please note: In this rubric and when mentioned in other rubrics ‘classroom practices’ refers to agreed, demonstrated and documented structures and strategies that contribute to improving learning through the IPC and lead towards the shared vision of the children the school is helping to develop.

In the **Early Years learner’s strand** of the rubric it describes children’s engagement and participation in classroom practices that support the development of personal qualities and learning dispositions linked to the schools’ shared vision. Activities underpinned by each of the four Learning Strands contribute to children’s development in these areas. For example, a school with a shared vision of ‘independent and enquiring learners’ will develop classroom practices supported by the Learning Strands ‘Independence and Interdependence’ and ‘Exploring’ which focus to a large extent on helping children make independent choices, exploring relationships, taking responsibility and showing curiosity and interest in people and the world around them.

In the **learner’s strand** of the rubric children know that the classroom practices used in their class help them develop towards the school’s shared vision, and are aware that these improve their learning. For example if co-operative learners are part of the school’s shared vision they should be aware that the school wants to develop co-operative learners, ‘why’ the school wants to develop co-operative learners, and ‘how’ their use of cooperative learning strategies will help them improve their learning.

In the **teacher’s strand** of the rubric teachers also need to articulate that they know the quality and variety of classroom practices they are implementing have an impact on improving learning and helping children develop towards the school’s shared vision. Evidence for this can be from staff meetings, peer observations, sharing of good practice, and through their planning. They need to be able to explain ‘what’ agreed classroom practices they use, ‘why’ they use them linked to improving learning and the shared vision of the school, and ‘how’ they improve learning.

In the **leader’s strand** of the rubric leaders need to develop and share the classroom practices, for example through staff meetings and professional learning, building in capacity for teachers to be able to have time for peer observations and share good practice and developing a Learning Policy. The classroom practices are clearly linked to being about improving learning and with the shared vision of the school. Leaders also need to ensure teachers implement the agreed classroom practices so that they have an impact on the learning throughout the school. They need to share the classroom practices with learners, teachers and the community. These documented and agreed practices can range from opportunities for children to learn individually, in pairs and in larger groups, to effective classroom management and organisational strategies providing access to a variety of learning experiences for all learners, to using success criteria and assessments to improve learning.

In the **community strand** of the rubric members of the community will know about the classroom practices and are helped to support their children’s learning outside the school. For example parents are encouraged to help their children become resilient learners by supporting them with their home learning and encouraging them to keep on learning even

when it is a challenge. Members of the community can support enquiry based learning for example, by taking their children to museums linked to themes in the holidays and encouraging them children to engage more deeply with the exhibits or by using local community/ their library/internet to support their research and interests.

4 Criterion 4: International Mindedness

The IPC was designed only after we had engaged extensively in our own discussions and research about the world our children are, and will be, a part of; (in other words, we began by asking our own questions about the personal qualities and learning dispositions children will need to develop from Criterion 3). We believe that international mindedness is one of those qualities and one that is going to be central to the lives of children who may:

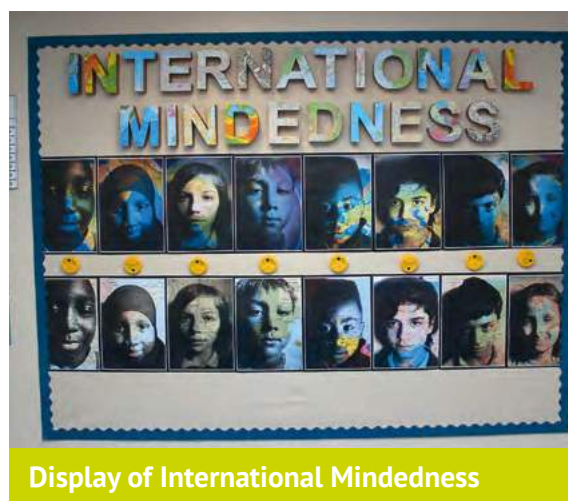
- Travel more
- Work away from their home country in different cultural settings
- Work in their home countries but for organisations operating within different cultural parameters
- Live in their home countries but alongside increasingly diverse cultures
- Be a part of solving world problems that require the contribution of different cultures
- Live in a world that is influenced significantly by events generating from within cultures other than their own

Equally, though, we appreciate that the development of international mindedness is not straightforward. It is a complex issue with just one of the complexities being the links between the developmental levels of children and what it means for them to be internationally minded at different ages through school.

It is a basic principle of the IPC that it is not possible to use the IPC without implementing those elements related to the development of international mindedness. We believe that international mindedness involves helping children develop:

- Knowledge and understanding beyond that related to their own nationality
- An understanding of the independence and interdependence of peoples, countries and cultures
- Both a national and international perspective
- The skills and mindset to be a global citizen who makes an active, positive contribution to society
- An increasing sense of their own identity alongside developing a sense of others' and their identities

These characteristics should be reflected in the whole curriculum and in all other aspects of school life. They are assumed in the subject and personal goals but also developed through



Display of International Mindedness

specific international learning goals in the 'International' subject section. The content of each unit should also seek to explore and engage with global issues whilst also exploring and engaging with local and community issues.

Criterion 4 asks these questions:

- Is international mindedness impacting on improving learning?
- How are learners engaging with the school's definition of international mindedness?
- What are teachers doing to help embed international mindedness?
- What are leaders doing to embed and review international mindedness?
- How is the community contributing to the development of international mindedness?

Criterion 4: International Mindedness

	Beginning	Developing	Mastering
Early Years learners	In some classes children's increasing sense of 'self' and 'other' is linked to the development of International Mindedness; play, exploration and engagement in activities underpinned by the Learning Strand 'Independence and Interdependence' embeds this process.	In most classes children's increasing sense of 'self' and 'other' is linked to the development of International Mindedness; play, exploration and engagement in activities underpinned by the Learning Strand 'Independence and Interdependence' embeds this process.	In all classes children's increasing sense of 'self' and 'other' is linked to the development of International Mindedness; play, exploration and engagement in activities underpinned by the Learning Strand 'Independence and Interdependence' embeds this process.
Learners	In some classes learners are aware of and engage with their school's definition of international mindedness, which has an impact on their learning and helps deepen their sense of self and other.	In most classes learners are aware of and engage with their school's definition of international mindedness, which has an impact on their learning and helps deepen their sense of self and other.	In all classes learners are aware of and engage with their school's definition of international mindedness, which has an impact on their learning and helps deepen their sense of self and other.
Teachers	Some teachers provide resources, planned learning opportunities and assessments of international learning in order that children can develop and deepen their international mindedness.	Most teachers provide resources, planned learning opportunities and assessments of international learning in order that children can develop and deepen their international mindedness.	All teachers provide resources, planned learning opportunities and assessments of international learning in order that children can develop and deepen their international mindedness.
Leaders	Some leaders develop, embed and review with teachers, learners and community a shared definition of international mindedness that is underpinned by the IPC's beliefs, is part of the school's shared vision, and impacts on improving learning throughout the whole school.	Most leaders develop, embed and review with teachers, learners and community a shared definition of international mindedness that is underpinned by the IPC's beliefs, is part of the school's shared vision, and impacts on improving learning throughout the whole school.	All leaders develop, embed and review with teachers, learners and community a shared definition of international mindedness that is underpinned by the IPC's beliefs, is part of the school's shared vision, and impacts on improving learning throughout the whole school.

Community	A few members of the community have an awareness of what international mindedness means in terms of the learning that children experience, and the members of the community demonstrate international mindedness through their involvement in various aspects of school life.	Some members of the community have an awareness of what international mindedness means in terms of the learning that children experience, and the members of the community demonstrate international mindedness through their involvement in various aspects of school life.	Most members of the community have an awareness of what international mindedness means in terms of the learning that children experience, and the members of the community demonstrate international mindedness through their involvement in various aspects of school life.
Examples of evidence	A learning policy including the school's definition of international mindedness, talking with children; watching children learning and playing with each other; listening to children discussing and collaborating; listening to and talking with teachers; watching teachers working and collaborating with each other, and with children, members of the community and others; displays; planning: records of learning; staff meetings and staff-meeting minutes; information evenings, school improvement plans; the school website, parental involvement, assemblies and celebrations of different cultures, local community and charity work, encouragement and support of mother tongues of the learners, teachers and community, Primary and secondary resources – maps, books, globes, digital resources, artefacts, mother-tongue language books, Early Years records of personal, social and emotional development, international links with other schools, fieldtrips, school visitors, intercultural celebrations:		

Notes on the rubrics

In the **Early Years learner's strand** of the rubric it describes children's personal, social and emotional development and decreasing egocentrism as they progress. It involves children's increasing sense of themselves, their place in the world and exploring diversity. This encompasses forming positive relationships, developing social skills and an awareness of the need to respect and value others. Activities linked to IPC Learning Strand 'Independence and interdependence' enables children to celebrate diversity by exploring the similarities and differences that may exist between themselves, others, their community and the world around them.

In the **learner's strand** of the rubric learners are aware that being internationally minded is part of the shared vision of the school and participate in planned learning opportunities appropriate to their age and development. They start developing a global awareness and gain an increasing sense of themselves, others, their community and the world around them.

In the **teacher's strand** of the rubric teachers should ensure that the international goals, which are specifically planned for and developed through the 'International' tasks, which appear as the last subject in every unit of work, are consistently implemented in the units. The content of each unit should also seek to explore local and global issues and engagement with these to help deepen children's international mindedness. In addition planned opportunities towards developing 'international mindedness' should be reflected in the whole curriculum as a consistent and central part of learning, teaching and assessment. International mindedness is an important aspect of all parts of school life; this can be developed for example through local community work and charity work further afield. Teachers are expected to model and demonstrate international mindedness in their everyday practice.

In the **leader's strand** of the rubric, leaders develop, embed and review a shared definition of international mindedness with learners, teachers and the community. This review should be on a regular, documented and planned basis to ensure that everyone is involved and aware that the school demonstrates a deep commitment to the development of international mindedness as an important part of its vision for students. Leaders can build a culture in which this is embedded throughout all aspects of school life, for example in assemblies, in the canteen, on the website, in newsletters, on field trips, information evenings and by supporting the mother tongues of the learners, teachers and community.

In the **community strand** of the rubric members of the community are involved in the regular review of the school's definition of international mindedness and play an important role in embedding this in school life. This can be through International days, assemblies and celebrations but also through sharing their languages, history, stories and culture with the school community.

5 Criterion 5: The significance and development of knowledge, skills and understanding

We believe that knowledge, skills and understanding are all significant in the development of children's learning. We also believe that the development of understanding is far more complex than many curriculum developers acknowledge and that the relationship between knowledge, skills and understanding has still to be adequately defined.

We also believe that knowledge, skills and understanding have their own distinct characteristics that impact on how each is learned. It is important that teachers facilitate the learning of each through the ways they are planned for, taught, learned, assessed and reported on. The significance of these three different kinds of learning underpins the IPC Learning Goals.

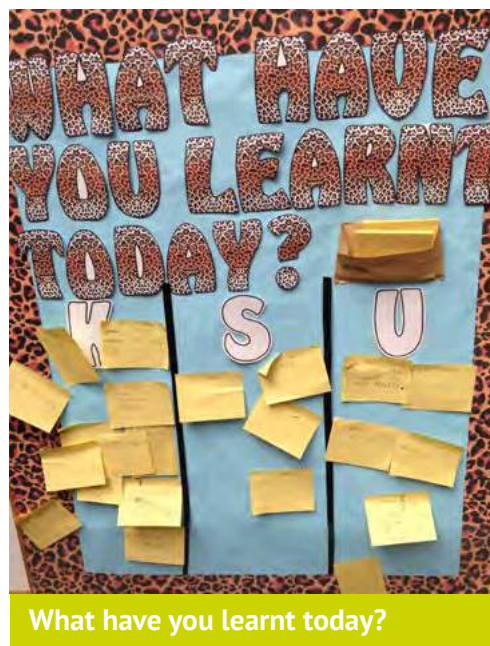
In this rubric and all other rubrics the IPC refers to knowledge, skills and understanding in the following way:

Knowledge refers to factual information. Knowledge is relatively straightforward to teach and assess (through quizzes, tests, multiple choice, etc.), even if it is not always that easy to recall. Knowledge is continually changing and expanding – this is a challenge for schools that have to choose what knowledge children should know and learn in a restricted period of time.

Skills refer to things children are able to do. Skills have to be learned practically and need time to be practiced. Skills are also transferable and tend to be more stable than knowledge – this is true for almost all school subjects. The IPC's Assessment for Learning Programme is based around the tracking and assessment of children's skills.

Understanding refers to the development or 'grasping' of conceptual ideas, the 'lightbulb' moment that we all strive for. Understanding is always developing. None of us ever 'gets there', so you can't teach or control understanding, but what the IPC units do allow you to do is provide a whole range of different experiences through which children's understandings can develop.

We believe knowledge, skills and understanding act as a 'wholearchy', rather than a hierarchy, with each different type of learning including and transcending the other. However, each does have its own distinct characteristics and it can be very powerful 'to signpost' to children what kind of learning they are experiencing and what the implications of this are in the classroom.



Criterion 5 asks these questions:

- Does the school value the significance and development of knowledge, skills and understanding?
- How is the development of knowledge, skills and understanding impacting on learners?
- What are the teachers doing to develop and embed knowledge, skills and understanding through their classroom practices?
- What are the leaders doing to ensure that knowledge, skills and understanding are the foundation of the school's learning?
- What does the community know about the significance of the differences between knowledge, skills and understanding and how this impacts on their children's learning?

Criterion 5: The significance and development of knowledge, skills and understanding

	Beginning	Developing	Mastering
Early Years learners	In some classes children are engaged in activities that enable them to express and demonstrate what they 'know about' (knowledge, leading to understanding) and what they 'can do' (skill) in developmentally appropriate ways.	In most classes children are engaged in activities that enable them to express and demonstrate what they 'know about' (knowledge, leading to understanding) and what they 'can do' (skill) in developmentally appropriate ways.	In all classes children are engaged in activities that enable them to express and demonstrate what they 'know about' (knowledge, leading to understanding) and what they 'can do' (skill) in developmentally appropriate ways.
Learners	In some classes learners can articulate and demonstrate the differences between knowledge, skills and understanding and explain how these differences impact on their learning.	In most classes learners can articulate and demonstrate the differences between knowledge, skills and understanding and how these differences impact on their learning.	In all classes learners can articulate and demonstrate the differences between knowledge, skills and understanding and how these differences impact on their learning.
Teachers	Some teachers can articulate, demonstrate, develop and embed the differences between knowledge, skills and understanding in all aspects of learning and teaching in the IPC.	Most teachers can articulate, demonstrate, develop and embed the differences between knowledge, skills and understanding in all aspects of learning and teaching in the IPC.	All teachers can articulate, demonstrate, develop and embed the differences between knowledge, skills and understanding in all aspects of learning and teaching in the IPC.
Leaders	Some leaders put in place structures and systems so that the learning goals of each subject of the IPC are the foundation of the IPC learning. These structures and systems help learners, teachers and community understand the significance of the differences between knowledge, skills and understanding and how this impacts on all aspects of learning and teaching in the IPC.	Most leaders put in place structures and systems so that the learning goals of each subject of the IPC are the foundation of the IPC learning. These structures and systems help learners, teachers and community understand the significance of the differences between knowledge, skills and understanding and how this impacts on all aspects of learning and teaching in the IPC.	All leaders put in place structures and systems so that the learning goals of each subject of the IPC are the foundation of the IPC learning. These structures and systems help learners, teachers and community understand the significance of the differences between knowledge, skills and understanding and how this impacts on all aspects of learning and teaching in the IPC.
Community	A few members of the community know that the different learning goals which underpin the IPC, relate to knowledge, skills and understanding and how this impacts on learning.	Some members of the community know that the different learning goals, which underpin the IPC, relate to knowledge, skills and understanding and how this impacts on learning.	Most members of the community know that the different learning goals, which underpin the IPC, relate to knowledge, skills and understanding and how this impacts on learning.

Examples of evidence

A learning policy; lesson plans; learning and teaching in classrooms; recording of learning; report cards, discussions with children, teachers, leaders and members of the community, displays, definitions of knowledge, skills and understanding; in brochures, information on the school website, and any information available to the community such as blogs and other types of social media, in letters and elsewhere; staff meetings and staff meeting minutes, information workshops: IPC route planner, records of professional learning, assessment procedures, Specialist lessons (music, PE, art, drama, library, ICT, etc.), Early Years planning grids, Early Years Learning Journeys , Early Years profiles, Early Years records of children's interests and development.

Notes on the rubrics

In the **Early Years learner's strand** of the rubric it describes children expressing knowledge, skills and understanding in multiple ways. For example, children learning about 'Transport' could express their knowledge by recording what they know about this theme through art, design, ICT or by communicating through the use of body language, spoken and written dialogue and other appropriate means. Skills linked to the 'Transport' theme could be demonstrated by, for example, riding a bike, moving and balancing in dance, gymnastics or physical education, flying a model plane or the application of practical tools that have been introduced during this unit. As children develop they are helped to distinguish the differences between knowing about something (knowledge) and being able to do something (skill) and that both contribute to developing understanding. Knowledge, skills and understanding can be demonstrated in multiple ways and influenced by children's stages of development.

In the **learner's strand** of the rubric, we would expect a deeper understanding and ability to articulate and demonstrate the differences between knowledge, skills and understanding in a Milepost 3 child compared to a Milepost 1 child. However, we do expect children in the school to be able to talk about these differences and how they impact on their learning in the way they are learnt and assessed in an age appropriate way.

In the **teacher's strand** of the rubric how teachers 'demonstrate' the differences could be carried out in a range of ways, but these practices must help deepen and support children's learning and development of knowledge, skills and understanding at levels appropriate to their age and development. 'Embed' by constantly reviewing and revisiting the differences, shows the significance the IPC puts on developing knowledge, skills and understanding within the IPC. 'All aspects of learning and teaching' includes planning, teaching, learning, assessing and reporting. Teachers' planning is based on the learning goals of the IPC; knowledge, skills and understanding; they are clearly identified when sharing the learning goals with children and used to guide and improve children's learning.

In the **leader's strand** of the rubric the reference to 'foundation' ensures that the IPC Learning Goals, subject, personal and international, are the base on which the school plans the subjects of the IPC. As with all foundations, these can be built on and adapted to the school's context. The Learning Goals of the IPC are not activity driven but the units are fully adaptable and leaders encourage teachers to go above and beyond them. 'Balance of learning' does not mean that the IPC Learning Goals of knowledge, skills and understanding have to be equal but they need to be appropriate to the experience and depth of the learning.

In the **community strand** of the rubric the IPC, as with other criteria, recognises that it is a challenge to engage all members of the community, which is why 'a few, some and most' are used in the community strand. However, there are many ways for leaders and teachers to share this information with members of the community about the significance and importance of the IPC Learning Goals; such as displays throughout the school, parent consultation meetings and information workshops, information on the website and referring to the IPC Learning Goals in newsletters and through reporting.

6 Criterion 6: Rigorous children's learning and teachers' high expectations of it

When we were working to choose the 'strap line' for the IPC a colleague in one of our member schools suggested 'Great Learning, Great Teaching, Great Fun'. It summed up so much of what we want to help schools achieve that we adopted it immediately.

It has remained our strap line for over a decade, but its meaning has deepened for us as each year has passed. Rather than becoming tired of it, we are only now appreciating quite how powerful this expression is.

One of the reasons for this is that as we have observed our own learning and that of our friends, colleagues and others; as we have looked for learning³ in classrooms around the world and discussed learning with both practitioners and academics, it becomes clearer to us that rigour is an important component of each of those three elements.

Mihaly Csikszentmihalyi talks of the state of 'flow' as being one of the components of great fun, expressed through deep engagement in activities so that time appears to slip away. 'Great fun' in this context is something that results from rigorous engagement in an activity as much as it results from a quick hit of immediate gratification.

We know that deep learning results from the willingness to be interested and committed to one's work; interested and committed to the processes of both research, through which ideas and issues are investigated and explored, and the process of recording, through which we make sense of what it is we have experienced and to take ownership of one's own learning.

We think that the definition of rigour⁴ from the Glossary of Education Reform is a good starting point. It states that: 'rigour' refers to experiences that are sufficiently and appropriately challenging for individual children or groups of children.' We believe that rigorous learning experiences motivate children to learn more and learn more deeply, while also giving them a sense of personal accomplishment when they overcome a learning challenge, whereas lessons that are simply 'hard' may lead to disengagement, frustration, and discouragement.

We know that the difference between the best teachers and the rest is the rigour that they bring to the planning of their work and, even more importantly, to the appropriateness of their interventions with children in the classroom and the feedback they give that improves children's learning.



Rigorous learning

³ The Looking for Learning Toolkit: The WCLS group 2008. Schools have informed us that the Looking for Learning Toolkit has been helpful for gathering evidence for some rubrics. However, it is not a compulsory element of the IPC Self-Review and Accreditation Process.

⁴ Hidden curriculum (2014, August 26). In S. Abborr (Ed), The glossary of education reform. Retrieved from <http://edglossary.org/hiddencurriculum/>

Criterion 6 asks these questions:

- Is children's learning rigorous and do teachers have high expectations of it?
- How is the children's learning rigorous and do they have high expectations of themselves?
- What do the teachers do to ensure learning is rigorous?
- What do the leaders do to ensure high expectations for the learners?
- How can the community recognise rigorous learning and teacher's high expectations of their children?

Criterion 6: Rigorous children's learning and teachers' high expectations of it

	Beginning	Developing	Mastering
Early Years learners	In some classes children engage in rigorous learning and have opportunities to share significant moments of learning and development with others.	In most classes children engage in rigorous learning and have opportunities to share significant moments of learning and development with others.	In all classes children engage in rigorous learning and have opportunities to share significant moments of learning and development with others.
Learners	In some classes children engage in rigorous learning, demonstrating pride in all aspects of their research and recording and an enthusiasm to share their learning with others.	In most classes children engage in rigorous learning, demonstrating pride in all aspects of their research and recording and an enthusiasm to share their learning with others.	In all classes children engage in rigorous learning, demonstrating pride in all aspects of their research and recording and an enthusiasm to share their learning with others.
Teachers	Some teachers have high expectations for their children's learning, and plan, teach, differentiate and intervene in a way that ensures learning is rigorous.	Most teachers have high expectations for their children's learning, and plan, teach, differentiate and intervene in a way that ensures learning is rigorous.	All teachers have high expectations for their children's learning, and plan, teach, differentiate and intervene in a way that ensures learning is rigorous.
Leaders	Some leaders ensure that rigorous learning happens and that teachers have high expectations for their learners.	Most leaders ensure that rigorous learning happens and that teachers have high expectations for their learners.	All leaders ensure that rigorous learning happens and that teachers have high expectations for their learners.
Community	A few members of the community can talk about rigorous learning and recognise that teachers have high expectations for their children.	Some members of the community can talk about rigorous learning and recognise that teachers have high expectations for their children.	Most members of the community can talk about rigorous learning and recognise that teachers have high expectations for their children.
Examples of evidence	Observations in classrooms; reviews of children's recording in IPC journals and on displays, etc.; teachers' plans showing differentiation; discussions with learners, teachers, leaders and members of the community; a review of the learning intentions set for lessons and plenary sessions, staff meetings and staff meeting minutes, records of professional learning; school teacher resource library; 'looking for learning' ⁵ Early Years planning grids, Early Years Learning journeys, Early Years profiles, Early Year records of interests and developments, the classroom environment i.e. resources and areas conducive to open-ended exploration, digital recordings, planned teacher observations, anecdotal records of spontaneous teacher observations.		

5 Schools have informed us that the Looking for Learning Toolkit has been helpful for gathering evidence for some rubrics. However, it is not a compulsory element of the IPC Self-Review and Accreditation Process

Notes on the rubrics

Please note: In all strands of this rubric ‘rigour’ refers to experiences that are sufficiently and appropriately challenging for individual children and groups of children, and is the right level for the age and development of the learners to allow a high level of thinking.

In the **Early Years learner’s strand** of the rubric it describes motivated and enthusiastic children engaged in activities that challenges and extends development; children show pride in their achievements and have opportunities to share their success with peers, teachers and the community. Planned activities are differentiated according to children’s stage of development and children’s learning journeys.

In the **learner’s strand** of the rubric children can show their engagement with learning with rigour in many ways; they will be excited, interested, motivated, wanting to ask questions to deepen their learning and an enthusiasm to share their learning with others with pride.

In the **teacher’s strand** of the rubric teachers need to demonstrate that they have high expectations for their learners and provide learning that is engaging and of high interest which will encourage children to tackle challenging learning. The learning in IPC, as in all other subjects needs to be planned for and taught in a way that is differentiated to make sure the learning is appropriate and sufficient, that is the right level for the age, experience and development of the children, and the right learning for the work that the children are doing, and that there is enough learning. Teachers will implement a range of learning experiences and responses, and the interventions used by teachers with learners are to help improve learning.

In the **leaders strand** of the rubric leaders need to build in the capacity to develop and support teachers, through continual professional learning, ensuring that the learning that takes place in all classes is sufficient, appropriate and engaging for every child, which leads to high expectations of each child.

In the **community strand** of the rubric members of the community can talk about the engagement and enthusiasm their children have for learning, and how teachers’ high expectations ensure that learning is sufficient and appropriate for their children. They should feel that their children are challenged and that learning is appropriate for them.

7 Criterion 7: Implementation of the learning process of the IPC

Recent neuroscience research into improving learning and implications for classroom practices could have both a positive and negative impact on learning and teaching.

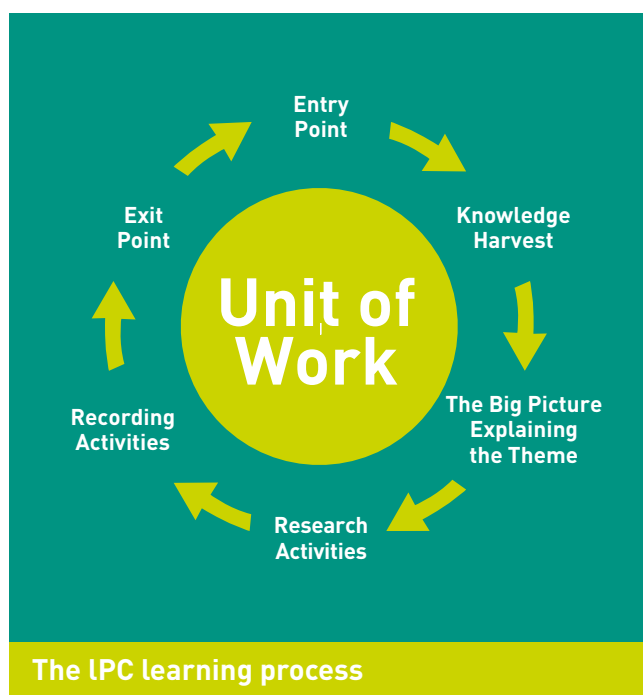
Positive because it is providing teachers with some new insights into how to facilitate learning; it is providing an evidence base for ideas that teachers have held intuitively for many years; and it is helping children to be more aware of the processes of their own learning.

Negative because there is a danger that evidence from laboratory experimentation could be transferred too quickly to the classroom either before it is corroborated by other researchers or before its applicability to children's learning has been fully verified.

Fieldwork Education, the IPC's parent organisation, has been working with teachers for over thirty years on the links between research into improving learning and classroom practices, and we have used the knowledge gained in that work in the curriculum design and implementation of the IPC. Fieldwork Education is committed to constantly revisiting the evidence base in neuroscience in this area and the impact these findings may have for improving learning.

We believe that the following aspects of neuroscience research currently provide input to the learning and teaching process of the IPC that are both valuable and helpful. They are the evidence about:

- Neuronal constellations, the existing neuronal clusters in the brain to which new learning is added or existing learning consolidated, (IPC link – The Knowledge Harvest).
- The behaviour of neurons in the brain and the importance of connections, (IPC link – Explaining The Theme).
- The way learners take in information, and experience learning differently in a way that is appropriate to them, (IPC link – Researching).
- Reflecting, or the way the brain processes complex information over time, (IPC link – Reviewing, leading to assessment for learning).
- The links between stress and learning and the importance of 'high challenge, low stress' or 'relaxed alertness,' (IPC link – Rigorous learning).



It is important that learners do not just experience the structure and process of the IPC, but also that they understand why they are learning in this way. The *Brainwave (Art of Learning)* units for Mileposts 1, 2 and 3 guide teachers and learners through the philosophy, pedagogy and process of the IPC.

Criterion 7 asks these questions:

- Is the learning process of the IPC being implemented?
- How is the learning process of the IPC impacting on improving learning?
- What are teachers doing to consistently implement the learning process?
- What are leaders doing to ensure consistency of the understanding and implementation of the IPC?
- How is the community participating in the implementation of the learning process of the IPC?

Criterion 7: Implementation of the Learning Process of the IPC

	Beginning	Developing	Mastering
Early Years learners	In some classes children's learning is supported by the learning process of the IPC. Children have opportunities to engage in planned activities, develop their own interests and are encouraged to express their ideas in multiple ways.	In all classes children's learning is supported by the learning process of the IPC. Children have opportunities to engage in planned activities, develop their own interests and are encouraged to express their ideas in multiple ways.	In all classes children's learning is supported by the learning process of the IPC. Children have opportunities to engage in planned activities, develop their own interests and are encouraged to express their ideas in multiple ways.
Learners	In some classes learners know about and engage with the learning process of the IPC, and are able to apply their knowledge of this and demonstrate how this helps to improve their learning.	In all classes learners know about and engage with the learning process of the IPC, and are able to apply their knowledge of this and demonstrate how this helps to improve their learning.	In all classes learners know about and engage with the learning process of the IPC, and are able to apply their knowledge of this and demonstrate how this helps to improve their learning.
Teachers	Some teachers consistently and thoroughly implement the learning process of the IPC throughout each unit and can articulate how and why this process helps to improve learning. Teachers look for and engage with neuroscientific research connected to learning and reflect on implications for classroom practices. Teachers share new insights with learners and colleagues.	All teachers consistently and thoroughly implement the learning process of the IPC throughout each unit and can articulate how and why this process helps to improve learning. Teachers look for and engage with neuroscientific research connected to learning and reflect on implications for classroom practices. Teachers share new insights with learners and colleagues.	All teachers consistently and thoroughly implement the learning process of the IPC throughout each unit and can articulate how and why this process helps to improve learning. Teachers look for and engage with neuroscientific research connected to learning and reflect on implications for classroom practices. Teachers share new insights with learners and colleagues.
Leaders	Some leaders ensure that the learning process of the IPC is fully implemented by teachers and that they develop the capacity with their teachers, learners and community to ensure that appropriate neuroscience findings and research are utilised to improve learning.	All leaders ensure that the learning process of the IPC is fully implemented by teachers and that they develop the capacity with their teachers, learners and community to ensure that appropriate neuroscience findings and research are utilised to improve learning.	All leaders ensure that the learning process of the IPC is fully implemented by teachers and that they develop the capacity with their teachers, learners and community to ensure that appropriate neuroscience findings and research are utilised to improve learning.
Community	A few members of the community know about and participate in the process of the IPC, and know how the learning process of the IPC impacts on their children's learning.	Most members of the community know about and participate in the process of the IPC, and know how the learning process of the IPC impacts on their children's learning.	Most members of the community know about and participate in the process of the IPC, and know how the learning process of the IPC impacts on their children's learning.

Examples of evidence

Planning the learning journey of the IPC; lesson observations; displays, in brochures, information on the school website, and any information available to the community such as blogs and other types of social media, in letters and elsewhere; information workshops, discussions with learners, teachers, leaders and members of the community; reviews of the quality of learning; individual children's reviews, staff meetings and staff meeting minutes, books, journals and articles shared by teachers on current research, records of professional learning, Early Years planning grids, Early Years Learning journeys, Early Years profiles, Early Year records of interests and developments, the classroom environment i.e. resources and areas conducive to open-ended exploration, digital recordings, planned teacher observations, anecdotal records of spontaneous teacher observations.

Notes on the rubrics

Please note: In this rubric and when mentioned in other rubrics ‘the learning process of the IPC’ refers to the structure of an IPC unit- Entry Point, Knowledge Harvest, Explaining the Theme, Research and Recording tasks and Exit point.

In the **Early Years learner’s strand** of the rubric it describes children’s enthusiastic engagement in the ‘learning process of the IPC’, for example new learning is introduced through motivating Entry Points and thematic activities. Existing knowledge and skills are consolidated to deepen understanding and children have on-going opportunities to ‘harvest’ their knowledge and ideas. Exit Points are used for reflection and demonstrating what has been learned throughout a theme.

In the **learner’s strand** of the rubrics children know about and engage with the learning process of the IPC by using for example Explaining the Theme throughout the unit to help them make connections between the subjects, the Knowledge Harvest to show what they have learnt and the Exit Points to reflect on their learning and to help pull all the connections of the subjects together.

In the **teacher’s strand** of the rubric teachers have to reference the learning process in their planning and share with their children why the IPC units of work have been developed around a process which supports the ways in which children learn best. It is important the children do not just experience the structure and process of the IPC, but also that they understand why they are learning in this way. This will be evident and visible in their planning and classroom practice. Teachers need to actively keep up-to-date with neuroscientific findings and research in order for them to have continually developing understandings of learning and the way in which children learn.

In the **leaders strand** of the rubric leaders have to build capacity for action research and research into learning for their teachers by developing and supporting this; for example building time into staff meetings and supporting continual professional learning. Leaders need to spend time on the consideration and use of appropriate and relevant neuroscientific findings to improve learning. They need to help to bridge the gap for teachers between theory and practice through professional learning by encouraging and supporting ‘looking for learning’⁶ observations and shared good practice to improve learning.

In the **community strand** of the rubrics members of the community will know about and participate in the Learning process of the IPC. For example they can be invited to join in the Entry and Exit Points and they will see the IPC displays showing the IPC learning process around the school. They can also be informed through newsletters, social media, information evenings, and through being encouraged to support their children’s research carried out at home.

⁶ Schools have informed us that the Looking for Learning Toolkit has been helpful for gathering evidence for some rubrics. However, it is not a compulsory element of the IPC Self-Review and Accreditation Process.

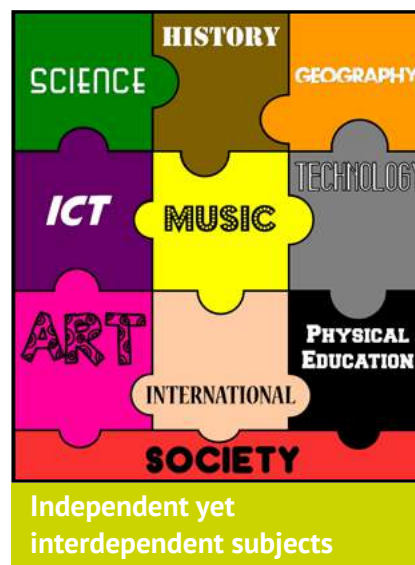
8 Criterion 8: Implementation of themes through independent yet interdependent subjects

The IPC believes that it is important for learners to be introduced to a number of subjects – science, history, geography, music, etc. in primary school so that they can begin to understand the world around them.

At the same time the IPC is based on the study of themes and is made up of over 130 exciting, engaging and globally relevant thematic units of work. Learning in this way helps children engage in learning from multiple perspectives – each underpinned by the IPC subject, personal and international learning goals.

One of the legitimate criticisms of much ‘thematic’ work in schools is that it is not always well-founded on any particular knowledge or discipline, but an equally legitimate criticism of single-subject teaching is that it creates unnecessary and unhelpful barriers between subjects and a narrower view of the world than is helpful.

In the book *‘Taking the IPC Forward’* (2012) it is suggested that curriculum designers need to help children see and learn things from multiple perspectives, for example ‘globalisation ... is a concept that cannot be properly understood purely from an economic or political perspective ... a multiple perspective (of globalisation) includes economics and trade, cultural influences, conflict and peace, the political sphere, changing technology and innovation...’ With this view in mind a multiple perspective of, for example, the *Active Planet (Earthquakes and Volcanoes)* IPC unit, includes historical, geographical, scientific, technological and international perspectives and each of these independent subjects are taught and learnt interdependently through this theme. The IPC has tried to ensure that children are introduced to both the separate subjects of the curriculum in a way that also brings the subjects together to develop a broader perspective.



Criterion 8 asks these questions:

- Are themes implemented through independent yet interdependent subjects?
- How is learning through independent yet interdependent subjects helping learners develop multiple perspectives?
- What are teachers doing to ensure learners develop multiple perspectives?
- What are leaders doing to ensure themes are implemented in a way that leads to learners developing multiple perspectives?
- How does the community support the development of their children’s multiple perspectives?

Criterion 8: Implementation of themes through independent yet interdependent subjects

	Beginning	Developing	Mastering
Early Years learners	In some classes children's learning is holistic in nature, encompassing the development of the whole-child; there are no boundaries between different aspects of development.	In most classes children's learning is holistic in nature, encompassing the development of the whole-child; there are no boundaries between different aspects of development.	In all classes children's learning is holistic in nature, encompassing the development of the whole-child; there are no boundaries between different aspects of development.
Learners	In some classes learners know that the different subjects of the IPC work independently yet interdependently, helping to link their learning and provide them with multiple perspectives of a theme.	In most classes learners know that the different subjects of the IPC work independently yet interdependently, helping to link their learning and provide them with multiple perspectives of a theme.	In all classes learners know that the different subjects of the IPC work independently yet interdependently, helping to link their learning and provide them with multiple perspectives of a theme.
Teachers	Some teachers link learning through independent yet interdependent subjects which leads to the children developing multiple perspectives of a theme.	Most teachers link learning through independent yet interdependent subjects which leads to the children developing multiple perspectives of a theme.	All teachers link learning through independent yet interdependent subjects which leads to the children developing multiple perspectives of a theme.
Leaders	Some leaders ensure that learning is linked through independent yet interdependent subjects by providing the structure and systems to support the necessary connections.	Most leaders ensure that learning is linked through independent yet interdependent subjects by providing the structure and systems to support the necessary connections.	All leaders ensure that learning is linked through independent yet interdependent subjects by providing the structure and systems to support the necessary connections.
Community	A few members of the community know that linking learning through independent yet interdependent subjects helps to develop their children's multiple perspectives of a theme, and they support this outside school.	Some members of the community know that linking learning through independent yet interdependent subjects helps develop their children's multiple perspectives of a theme and they support this outside school.	Most members of the community know that linking learning through independent yet interdependent subjects helps develop their children's multiple perspectives of a theme and they support this outside school.
Examples of evidence	Classroom observations; planning; IPC displays; conversations with learners, teachers, leaders and members of the community; staff meeting discussions and minutes; records of professional development, and any information available to the community such as blogs and other types of social media, in letters and elsewhere; information workshops, whole school timetabling, Early Years Learning Journeys, Early Years Profiles, Early Years records of children's interests and development, displays showing the structure of the IPC and subject progression of a theme.		

Notes on the rubrics

Please note: In all strands of this rubric ‘independent’ means a subject that can stand alone and has its own IPC learning goals linked to that subject. ‘Interdependent’ means all subjects within an IPC unit that are mutually dependent on each other, helping to make connections between learning across a theme.

In the **Early Years learner’s strand** of the rubric it describes children’s cognitive, personal, social, emotional, physical and cultural development. Each area is developed by linking experiences rather than emphasising the acquisition of discrete subject knowledge and skills. This integrated view of learning places emphasis on activities that are meaningful and whole, using real-life experiences and the environment, rather than isolated and unconnected lessons.

In the **learner’s strand** of the rubric the explanation expected about multiple perspectives is age and developmentally appropriate. The children should be able to talk about how the experience of learning about a theme through the IPC gives them multiple perspectives and the ability to see and seek connections. However, they are also aware that when they are learning about the different subjects such as geography or history and that different subjects have different learning goals and need different skill sets.

In the **teacher’s strand** of the rubric teachers plan and deliver IPC units in a way which supports the independent and interdependent nature of the subjects, connecting the learning and providing children with opportunities to develop multiple perspectives of a theme. Practically whenever possible, this is shown in an IPC unit by subjects being planned and taught in subject blocks within the unit, that also signpost connections between subjects, which allows children to make connections between existing and future learning.

In the **leader’s strand** of the rubric leaders organise time and resources effectively to enable teachers to plan and deliver IPC units in a way which supports the independent yet interdependent nature of the subjects.

In the **community strand** of the rubric teachers and leaders work with and inform members of the community about how the implementation of themes helps develop their children’s multiple perspectives through for example information evenings, newsletters and displays. They are encouraged to help develop their children’s multiple perspectives further outside of school by helping their children make links across subjects through regular discussions about the theme their children are studying. For example they might discuss current affairs linked to the theme that they are learning about.

9 Criterion 9: Assessment that improves learning

To be a learning-focused school is also to be focused on assessment, as assessment is the way in which we find out whether the student has learned what was planned for them to learn, and is essential for their next phase of learning. Learning and assessment work together; the purpose of assessment is to improve future learning. The IPC Learning Goals support both 'assessment for learning', whether assessing for knowledge, skills or understanding and 'assessment for reporting' because we believe both are important.

- Assessment for 'learning' is important because it provides the feedback loop through which children can engage with the information they need to improve their own learning.
- Assessment for 'reporting' is important because learners, teachers, leaders and the community have the right to know how well children are learning compared with other similar children in school or elsewhere, or how well children have learned at the end of the year or a period of time in school.

The IPC Learning Goals, distinguish between three types of learning; knowledge, skills and understanding, and believe that all three need to be assessed appropriately in order to get a rounded picture of children's learning.

- **Knowledge** – the 'know about' learning goals – can be assessed during, or at the end of each subject, or at the end of the unit.
- **Skills** – the 'be able to' learning goals – can be observed and assessed whilst the children are actively doing them; before, during or after some subjects in the unit.
- **Understanding** – the 'understand' learning goals – can be evaluated by a judgement of observations carried out throughout the unit.

The IPC Assessment for Learning Programme supports teachers in assessing, and children in self-assessing, their progress with key skills from the IPC Learning Goals. The programme is broken down into three parts:

- **Teacher rubrics:** these are essentially success criteria. They help teachers observe and record the level at which children are learning in terms of 'beginning', 'developing' and 'mastering' (across the different mileposts).
- **Children's rubrics:** child-friendly versions of the above, in age appropriate language, for children to use when actively engaged in self and peer-assessing
- **Learning advice:** specific learning activities and advice, which can be used in class and shared with parents, that helps children to move from one stage to the next with their



Assessment for Learning in the classroom

learning. This forms the final part of the feedback loop – feeding forwards to next steps and improvements in learning.

Criterion 9 asks these questions:

- Is assessment improving learning?
- How is assessment used by children to improve their learning?
- How are teachers using assessment to improve learning?
- How are leaders ensuring assessment is used to improve learning?
- How much does the community know about the IPC Assessment for Learning programme, the school's assessment procedures, and how they can support them?

Criterion 9: Assessment that improves learning

	Beginning	Developing	Mastering
Early Years learners	In some classes children are involved in a range of on-going assessment practices; children recognise their achievements and are encouraged to share their successes with others.	In most classes children are involved in a range of on-going assessment practices; children recognise their achievements and are encouraged to share their successes with others.	In all classes children are involved in a range of on-going assessment practices; children recognise their achievements and are encouraged to share their successes with others.
Learners	In some classes learners use a range of assessment practices including the implementation of the IPC Assessment for Learning Programme to improve their learning.	In most classes learners use a range of assessment practices including the implementation of the IPC Assessment for Learning Programme to improve their learning.	In all classes learners use a range of assessment practices including the implementation of the IPC Assessment for Learning Programme to improve their learning.
Teachers	Some teachers use assessment to improve childrens' learning; implementing the IPC Assessment for Learning Programme to assess skill development, alongside other appropriate strategies to assess knowledge and evaluate understanding. Associated structures and systems are also used to support and improve learning.	Most teachers use assessment to improve childrens' learning; the IPC Assessment for Learning Programme to assess skill development, alongside other appropriate strategies to assess knowledge and understanding. Associated structures and systems are used to support and improve learning.	All teachers use assessment to improve childrens' learning; the IPC Assessment for Learning Programme to assess skill development, alongside other appropriate strategies to assess knowledge and understanding. Associated structures and systems are used to support and improve learning.
Leaders	Some leaders ensure the IPC Assessment for Learning Programme is implemented to assess skills alongside other appropriate strategies to assess knowledge and evaluate understanding. They are involved in the collection, analysis and use of this assessment information to support improvements in learning. Assessment procedures are shared with the community.	Most leaders ensure the IPC Assessment for Learning Programme is implemented to assess skills alongside other appropriate strategies to assess knowledge and evaluate understanding. They are involved in the collection, analysis and use of this assessment information to support improvements in learning. Assessment procedures are shared with the community.	All leaders ensure the IPC Assessment for Learning Programme is implemented to assess skills alongside other appropriate strategies to assess knowledge and evaluate understanding. They are involved in the collection, analysis and use of this assessment information to support improvements in learning. Assessment procedures are shared with the community.

Community	A few members of the community know the reasons why the school has chosen its range of assessment procedures for the different IPC Learning Goals and how these support their children's development.	Some members of the community know the reasons why the school has chosen its range of assessment procedures for the different IPC Learning Goals and how these support their children's development.	Most members of the community know the reasons why the school has chosen its range of assessment procedures for the different IPC Learning Goals and how these support their children's development.
Examples of evidence	A learning policy including assessment protocols, direct links between assessment, evaluation and the defined steps forward; classroom evidence of feedback to children; evidence in children's books of feedback comments and children's engagement with those comments; children's awareness of how to improve their learning; evidence of the use of the IPC Assessment for Learning Programme, rubrics and learning advice; evidence of assessment procedures for all IPC Learning Goals, comments in books, on displays, in reports and at parents meetings; evidence of planning changed due to the use of assessment procedures. Parent consultation meetings, information workshops, newsletters/information on website around assessment procedures, evidence of analysis of assessment data for individuals, classes, Mileposts and whole school to improve learning, IPC online tracking tool or other online assessment databases, Early Years Learning Journeys, Early Years Profiles, Early Years records of children's interests and development, planned teacher observations, anecdotal records of spontaneous teacher observations, digital recordings.		

Notes on the rubrics

Please note: In all strands of this rubric and when referenced in other rubrics assessment refers to the assessment of knowledge, skills and understanding. Assessment may be formative or summative.

The 'IPC Assessment for Learning Programme' refers to the three parts of the programme: the children's rubrics, the teacher's rubrics and the learning advice. All parts need to be used to define the next steps forward and to help improve learning.

The IPC Learning Goals refer to knowledge, skills and understanding, subject, personal and international.

In the **Early Years learner's strand** of the rubric it describes children's involvement in assessment processes and how individual achievements are valued and shared with others. Assessments are used to provide an insight into each child's development and to prioritise the experiences and opportunities that are offered to support further progress. Reflection time is used to guide and extend children's individual interests, evaluate development and inform planning. On-going observation of children participating in everyday activities is the most reliable way to build an accurate picture of what children know about, can do and are interested in. Planned observation supports each step of children's progress; however teachers should also be ready to capture spontaneous events when children demonstrate significant moments in their development and learning. Assessment is ongoing and captures the views of the child, the home and the school and is an important part of each child's development.

In the **learner's strand** of the rubric assessment is viewed as an essential element of children's development; strategies are used to consolidate and guide new learning, for example success criteria linked to learning targets, children's rubrics for individual, peer and group assessment – before, during and after tasks. Dialogue between the learner and teacher guides progression as does meaningful reflection time where children review measureable improvements and set new targets.

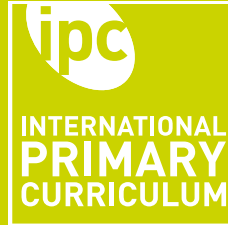
In the **teacher's strand** of the rubric teachers use a variety of assessment procedures for assessing the IPC Learning Goals and should include assessing knowledge and understanding, as well as using the IPC Assessment for Learning Programme to assess skills. The systems and structures used to support this will include planning for assessment and records of learning. 'Planning' refers to daily, weekly, termly, and yearly planning, which shows evidence of having been altered and improved following feedback from any assessment procedures, including the IPC Assessment for Learning Programme.

In the **leader's strand** of the rubric leaders have linked the school's assessment procedures to the different IPC Learning Goals, and regularly share this with teachers and the community. The effective implementation of the IPC Assessment for Learning Programme involves reflection, evaluation and planning next steps for improving learning through the feedback loop. Leaders have analysed the resulting assessment data in most subjects, and shared this with teachers in order to help children across the school to improve their learning. 'Analyse the information' means to breakdown, scrutinise, and reflect on the information obtained

from the assessment procedures to help improve learning across classes, year groups, mileposts and the whole school.

In the **community strand** of the rubric members of the community are expected to be able to discuss why the school has chosen all parts of its assessment procedures and how it uses them, for knowledge, skills and understanding.

The IPC realizes that it is not always possible to have all members of the community fully understand the assessment procedures so the leaders need to ensure that they regularly explain through information workshops, newsletters, etc. the 'why' and 'how' to the community and encourage them to become engaged with assessment procedures.



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